

## INDIVIDUALIZATION IN TEACHING FOREIGN LANGUAGES

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**Abstract:** The article is devoted to individualization, differentiation in English lessons and the involvement of students in the learning process. The author shares his experience of working in the lessons about methods and techniques.

**Key words:** differentiation, individualization, individual approach, method, technique.

### I. Introduction

Individualization of learning remains an extremely urgent problem due to the group organization of the learning process. This is especially true for teaching foreign languages, since the process of mastering a foreign language is purely individual and depends on many individual properties and personal qualities. Many scientists, psychologists, methodologists, including, paid attention to the issue of individualization of education: Inga Erikhovna Unt, Efim Izraleovich Passov, Alexei Alekseevich Leontiev, Natalya Dmitrievna Galskova, Natalya Lvovna Galeeva and others. Despite the fact that the topic of individualization of learning has been sufficiently studied, nevertheless, there are contradictions that still require further research in this area. In particular, what teaching methods correspond to different types of individualization in teaching foreign languages and what is the essence of the implementation of an individual approach to teaching at the middle level. The purpose of the final qualification work is to systematize the methods and techniques of individualization in teaching English at the level of basic general education.

### II. Main part

The issues of differentiated and individual approaches in teaching foreign languages have been and are being given much attention both abroad and in our country. This is explained by the fact that without taking into account the individual characteristics of the student, genuine developmental education is impossible, and it is one of the goals of our subject at school.

Learning a foreign language, largely than any subject, requires an individual approach. because "... when teaching a foreign language, not only the process of mastering is individual, but also the object of assimilation - human speech, as a way of expressing thoughts by means of language ...".

As a result of the work carried out, it is generally recognized that it is necessary to teach foreign languages based on taking into account the individual psychological characteristics of students and a differentiated approach to the formulation of learning objectives, the selection of learning content, methodological organization, the choice of methods and techniques, the formation of skills and abilities of students, the methodology for monitoring the formation of skills and students' skills.

How to implement an individual approach at the level of the goals of teaching a foreign language?

Under the individualization of education is understood the organization of the educational process, taking into account the individual psychological characteristics of students.

Individualization of learning is aimed at overcoming the discrepancy between the level of educational activity and the real capabilities of each student.

Individual and group tasks, selection and distribution of speech situations, communicative tasks can act as means of individualization of training. However, without taking into account the properties of the student's personality, as well as without his mental aspects, the individualization of learning is not possible.

The principles of an individual approach and a differentiated approach are interconnected and are aimed at rationalizing the educational process. Both principles affect all components of the foreign language teaching system from the goal to the control of learning.

The individual characteristics of students are: motivation, interest, general development, degree of confidence in their abilities, ability, cultural characteristics, level of education, learning abilities, language ability, intellectual abilities, attitude to the subject, working capacity, diligence, mechanisms of speech activity.

### III. Conclusion

I combine frontal work with the class and individual work with individual students. Teaching methods should be different, vary based on the individual characteristics of the student. In addition, each teacher is looking for his own methods and techniques to achieve goals. In addition, the main goal of individualization and differentiation is the preservation and further development of the individuality of the child, the education of such a person who would be a unique, unique personality.

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